***Lyon College Lesson Plan Template***

*Based on Charlotte Danielson’s Framework for Teaching*

**Intern Version**

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| **Name:** | | **Date:** |
| **School:** | | **Mentor:** |
| **Content area:** | | **Grade level(s):** |
| **Expected Lesson Duration** *(1e: Designing Coherent Instruction)*:  State the approximate time frame for this lesson. | |  |
| **Lesson Overview:** *(1a: Demonstrating Knowledge of Content & Pedagogy)*  Provide a brief overview of the lesson. The overview should provide the observer with a description of the lesson’s content and how it relates to the larger unit. Include prerequisite knowledge required to meet lesson outcomes and relationship to future learning. | | |
| **Interdisciplinary Connections:** *(1a: Demonstrating Knowledge of Content & Pedagogy)*  Provide a listing of the subject area(s), in addition to the primary subject area that is incorporated in this lesson. | | |
| **Essential Questions:** *(1a: Demonstrating Knowledge of Content & Pedagogy)*  Include questions that require students to think deeply and critically, to make meaningful connections to prior learning and relevant personal experiences, to support their ideas with credible evidence, and to transfer learning and skills to other contexts. | | |
| **Arkansas Curriculum Standards Alignment:** *(1c: Setting Instructional Goals)*  **Include codes and expectations.** | | |
| **Academic Objectives/Instructional Outcomes:** *(1c: Setting Instructional Goals)*  **State** the concept, knowledge, skill, or application students will demonstrate upon lesson completion. | | |
| **Social/Emotional/Behavioral Objectives:** *(1c: Setting Instructional Goals)*  **State** the intra- and interpersonal skills students will demonstrate upon lesson completion. | | |
| **Relationship to Unit Structure:** *(1e: Designing Coherent Instruction)*  How does this lesson support the unit goals / enduring understandings? How does this lesson build on the previous lesson in this instructional sequence? How does this lesson support the next lesson in this instructional sequence? | | |
| **Class Information:** *(1b: Knowledge of students)*  Describe any unique characteristics of the class (considerations may include: special needs, language levels, learning styles, etc.). Describe how other adults (paraprofessionals, volunteers, co-teachers, resource teachers, etc.) will support student learning, if applicable. Also include any other circumstances an observer should know about. | | |
| **Relevance/Rationale:** *(1b: Knowledge of students)*  Consider how your outcomes and plan will engage students cognitively and build understanding. Why are the lesson outcomes important in the real world? How is this lesson relevant to students in this class (interests, cultural heritages, needs)? | | |
| **Grouping Strategy:** *(1e: Designing Coherent Instruction)*  Describe how you will group students to facilitate learning of the outcomes of this lesson. What is the rationale for the grouping strategy? | | |
| **Technologies and Other Materials /Resources:** *(1d: Demonstrating Knowledge of Resources)*  List all materials, handouts, resources, and technology tools that are needed by the student or the teacher to execute the lesson. Technologies may include hardware, software, and websites, etc. Materials and resources may include physical resources (e.g. books, manipulatives, supplies, equipment, etc.) and/or people resources (e.g. guest speakers, librarian, etc.). | | |
| **Methods and Instructional Strategies:** *(1a: Demonstrating Knowledge of Content & Pedagogy)* | | |
| **Concept Prerequisites:**  List all key concepts and vocabulary necessary for students to understand the concepts as well as meet the standards, goals and objectives of the lesson**.** |  | |
| **Set/Introduction:**  Explain how you will inform students about the lesson goals/expectations and engage them in the lesson. Include details about prompts, activities, or other “bell-ringer” strategies. |  | |
| **Instructional Activities:**  Includes questioning techniques, grouping strategies, pedagogical approaches. Attach samples of questions, activities, etc. to be used in instruction. Include estimations of time needed for each segment of the lesson. |  | |
| **Synthesis/Closure:**  Explain how you will reinforce student learning at the close of the lesson. |  | |
| **Differentiation According to Student Needs:** *(1b: Demonstrating Knowledge of Students)*  Address diverse student needs including students with an IEP or 504, cultural linguistic needs. Describe accommodations/modifications to be used. | | |
| **Assessment (Formative and Summative):** *(1f: Assessing Student Learning)*  Describe how and when you will evaluate student learning and explain your rationale. Attach sample questions, tests, rubrics, or other instruments to be used. | | |

**Self-Evaluation and Reflection after Teaching**

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| **Did you depart from your plans in anyway? If so, why?** |
| **Did your students meet the learning goals planned for this lesson? Use the data from your evaluation results to provide evidence that demonstrates the degree to which the students achieved the learning objectives. *Attach 3 graded student work samples that illustrate the range of mastery demonstrated by your students – low, mid-range, and high.*** |
| **Based on the evidence described above and reflection on today’s experience, what steps will you take to improve your future teaching?** |
| **What do you consider to be your strengths and weaknesses in regard to teaching this lesson? If you were going to teach this class again to the same group of students, what would you do differently and what would you do the same?** |
| **Identify an individual or group of students who had difficulty in today's lesson. To what do you attribute this performance? How will/would you help this (these) student(s) achieve the learning goals? Be specific.** |
| **Identify an individual or group of students who did especially well with this lesson today. To what do you attribute this performance?** |
| **Describe any action(s) you have taken to inform parents about lesson content and expectations and/or students’ performance on lesson assessments. If you have not communicated with parents, in what ways could or should you have done so? *Please attach a copy of any artifacts (note, letter, newsletter, etc.) that demonstrate communication with parents.*** |
| **Please add any other comments, reactions, or questions about this lesson. For example, is there anything that you felt particularly good, frustrated, or confused about?** |